

**TEACHERS' BELIEFS AND CLASSROOM PRACTICES
OF ENGLISH TEACHING
(A CASE STUDY AT MTS N JEKETRO)**



Submitted to the Department of Language Studies,
Graduate School of Universitas Muhammadiyah Surakarta
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By:

ZAENUL WAFI

S 200140025

**DEPARTMENT OF LANGUAGE STUDY
GRADUATE SCHOOL
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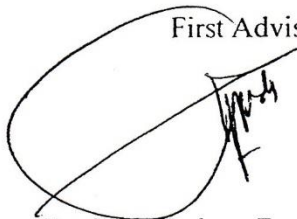
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S200140025

Publication Article has been approved by the advisors to be examined by the board of
examiners

First Advisor



Prof. Dr. Endnag Fauziati, M.Hum

Second Advisor



Mauly Halwat, Ph.D.

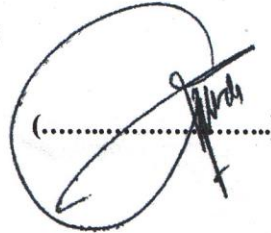
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OLEH
ZAENUL WAFA
S200140025

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Dewan Penguji:

1. Prof. Dr. Endang Fauziati
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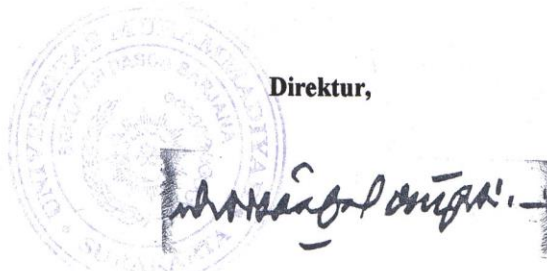
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A handwritten signature in black ink, appearing to read 'Khudzaifah Dimiyati', written over a circular official stamp of Universitas Muhammadiyah Surakarta.

Prof. Dr. Khudzaifah Dimiyati, SH.M.Hum

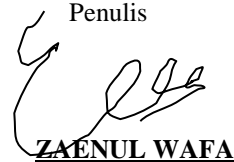
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Surakarta, 10 Agustus 2016

Penulis



ZAENUL WAFA
S 200144025

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Abstract

This research was a case study of English teachers' beliefs and classroom practices at MTs N Jeketro. The objectives of this study were (1) to describe teachers' beliefs about English teaching, (2) to investigate the teachers' beliefs implemented in the classroom practices, (3) to analyze factors contributing to shape teachers' beliefs. The type of the research was a qualitative with case study approach. It was an investigation of a single case or collective case to capture the complexity of objects of the study. The object of the study was teachers' beliefs of English teaching at MTs N Jeketro. The subjects of the study were four English teachers consisting of two male and female teachers. The data sources used in this study were: classroom observation, open ended questionnaire, transcript of interview and document. The techniques of collecting data used were open-ended questionnaire, semi-structured interview, classroom observation and document analysis taken from the informants. The data validity used was data triangulation to gain accountable information through a variety of sources. Then, the researcher used Miles and Hubberman's Model (1993) to analyze the data. The finding of this study showed that first, most of the teachers' beliefs were consistent with their classroom practices namely beliefs about learning objective, syllabus, instructional material, classroom techniques, teachers' roles, students' roles and assessment although the researcher still found one discrepancy namely teachers' beliefs about classroom procedure. The factors contributing to shape teachers' beliefs were (1) experience as language learners (2) training or seminar that teachers participated, (3) personal factor and (4) teaching experience works best.

Keywords: *Teachers' Beliefs, English Teaching, Practices.*

Abstrak

Penelitian ini merupakan penelitian studi kasus mengenai kepercayaan guru tentang pengajaran Bahasa Inggris dan praktik pengajarannya di kelas. Tujuan dari penelitian ini adalah: (1) menjelaskan kepercayaan guru tentang pengajaran Bahasa Inggris di MTs N Jeketro, (2) menyelidiki kepercayaan dan praktik mengajar guru di kelas, (3) menganalisa factor-faktor yang berkontribusi membentuk kepercayaan guru. Jenis Penelitian ini adalah penelitian kualitatif dengan menggunakan pendekatan studi kasus. Penelitian studi kasus adalah penelitian yang mencoba menggali suatu kasus atau kumpulan kasus untuk menangkap kerumitan pada objek penelitian tersebut. Objek penelitian ini adalah kepercayaan guru di MTs N Jeketro. Subyek penelitian adalah empat guru bahasa Inggris yang terdiri dari 2 guru laki-laki dan 2 guru perempuan. Sumber data yang digunakan dalam penelitian ini yaitu: observasi kelas, transkrip wawancara dan dokumen. Tehnik dalam pengumpulan data yang digunakan dalam penelitian ini adalah kuisisioner terbuka tertutup, wawancara setengah terstruktur, observasi kelas dan document. Validitas data yang digunakan adalah data triangulasi untuk memperoleh informasi atau data yang dapat dipertanggung jawabkan lewat berbagai macam sumber. Peneliti menggunakan Miles dan Hubberman Model (1993)

untuk menganalisa data. Hasil penelitian ini menunjukkan bahwa sebagian besar kepercayaan guru konsisten dengan praktik pengajarannya di kelas seperti kepercayaan tentang tujuan pembelajaran, silabus, bahan ajar, prosedur pengajaran, teknik pengajaran, peran guru, peran siswa dan penilaian. Meskipun begitu peneliti masih menemukan ketidaksesuaian antara kepercayaan guru dan praktik pengajarannya di kelas khususnya kepercayaan guru tentang prosedur pengajaran bahasa Inggris di kelas. Faktor yang berkontribusi terhadap pembentukan kepercayaan guru di kelas adalah : (1) pengalaman saat menjadi pembelajar bahasa, (2) pelatihan atau seminar, (3) factor personal dan pengalaman mengajar di kelas yang sukses di ajarkan di kelas.

Kata Kunci: *Kepercayaan Guru, Pengajaran Bahasa Inggris, Praktik.*

1. INTRODUCTION

Teachers are very influential in language teaching. How the teachers act in the classroom is determined by what they believe. Teachers' beliefs are important concepts of understanding the teachers' perspectives on the teaching. The beliefs take major roles how the teachers operate and conduct the teaching and learning activity. The beliefs that the teachers hold will be a navigation to use by the teacher in their class. Teachers' beliefs are important for understanding and improving educational process. The good education quality depends on the good teacher. Additionally, the teachers' beliefs not only guide teachers to adopt their teaching strategies for coping with their daily language teaching challenges but also can shape learners' learning environment, their motivation, and their learning achievement.

Currently, Ministry of Indonesian Education has begun to improve the teachers' quality by doing some policies such as conducting test of teachers' competences and research as much as possible to upgrade the level as a private teacher or a civil servant teacher by carrying out research and publish their work in local seminar or national seminar. Similarly, MTs N Jeketro as the oldest state junior high school in Grobogan regency responds the policies by sending all the teachers of the school to join the teacher training in a language village, Pare, East Java. When the researcher conducted a preliminary observation, the researcher found the uniqueness of English teaching. The English teachers often applied PPP (Presentation, Practice Production) procedure in their teaching, they demand the students to repeat how they pronounce a letter or a word after the teachers explain. In the other hand, the school has been using School Based Curriculum almost 10 years in which the curriculum should take learning cycle with some sequences: (1) Building Knowledge of the Field, (2) Modelling of the Text, (3) Joint Construction of the Text, and (4) Independent Construction of the Text classroom procedure in the classroom.

The benefits of study on teachers' beliefs in Education are: (1) it can inform researchers and teacher trainers about how teachers are likely to implement their teaching, and how to provide appropriate teacher education programs, (2) teachers' beliefs can help to see quality of teachers' skill

and competencies, and (3) it will depict how teachers conceptualize their knowledge and practice and (4) It is important to understand the beliefs and principles teachers operate their strategies in teaching (Liao, 2007: 45). While Johnson (1994: 439) added that teacher' beliefs play a critical role in how teacher learn to teach, how they interpret new knowledge about learning and teaching and how that knowledge is translated into classroom practices. Teacher belief is one concept that can lead positively and negatively in teaching practice. How important teachers' belief in practice indicates that teachers' beliefs are a central issue to know whether teachers' beliefs and practices are discrepancy or not and why those beliefs are shaped. Farrell (2013:9; Kumaravadivelu, 2012: 86; Masuda, 2012: 239 cited in Diaz, 2013:172) indicates that the link between beliefs and practice in teacher education is fundamental to understand the quality of language teaching and learning.

The reasons of choosing a study on Teachers' Beliefs at MTs N Jeketro namely: (1) MTs.N Jeketro is one of outstanding Islamic Junior High Schools in Grobogan regency. It possesses experienced qualified teacher resources especially in English. It could be looked the achievement of the school. The school could gain mandate from ministry of religious affair, a branch of Grobogan, to open immersion class program three years ago when Indonesia Education was highly enthusiastic in immersion program. (2) There are four English teachers consist of novice and experience teachers who have been teaching for twelve years to twenty years in teaching English and (3) the school signs a memorandum of understanding (MoU) with English Learning Center, an interactive multimedia language laboratory, located at Ahmad Yani Street, 387 Katen, Surakarta to support and maintain the quality of the teachers as well as students in foreign language.

Teachers' beliefs significantly influence their classroom practices. Beliefs are defined as personal concept that can give an understanding of a teacher's practice (Nespor, 1987; Pajares, 1992; Richardson, 1996, cited in Shinde & Karekatti, 2010: 56). There are a variety of terminologies in teachers' beliefs. The notion of teacher belief is still debatable. It can be traced on the continuum of teacher's belief terms. Kaymakamoglu (2009) classified a few terms of teacher beliefs as follows: in 1986 Clark and Peterson called it as "teacher thinking" and Pajares in 1992 stated as "teacher beliefs", Borko and Putnam in 1995 used a term "teacher knowledge" and "teacher craft knowledge" used by Cooper and Mcntyre in 1996, "teacher image" by Black (2002), and in 2003 Borg called as "teacher cognition" and others. All the theorists have almost similar opinions about teachers' beliefs. It is needed to be familiar with the definitions of teachers' beliefs to understand what actually teachers' beliefs are.

Asgari (2015, cited in Borg, 2003: 41) uses teacher cognition instead of teacher beliefs. He insists that teacher cognition is a compilation of beliefs, knowledge, theories, attitudes, images, assumptions, leanings, students, subject matter, curricula, materials, and instructional activities.

Green (1971: 104) argues that a teacher belief seems as a proposition that is accepted as true by the individual holding the belief. While, Borg (2001) defines a teacher belief is a proposition which may be consciously or unconsciously held, and something is accepted as true by the individual, and therefore the beliefs inspire and guide the people's thought and behavior. Calderhead (1995, cited in Ispri, 2015: 17) affirms that teachers' beliefs refer to teachers' pedagogical beliefs or those beliefs of relevance to an individual teaching.

Breen (2001, cited in Li, 2012 :34) conveys the importance of study on teachers' beliefs namely: (1) to identify the guiding principles that teachers reflect exclusively in the classroom practice, (2) the teachers' beliefs is going to assist the teachers to see how the teachers understand teachers' pedagogical knowledge and (3) to depict the teachers' perspectives and how the beliefs demonstrated in the practices. The importance of teachers' beliefs are affirmed by some initial theorist of teachers' beliefs. Chu (2014: 101, cited in Richards & Lockhart, 1994) reveals that teachers' beliefs significantly help teachers' understanding of personal teaching. Then, Pajares (1992) notes that beliefs helped individuals understand oneself and environment they were in. Chu (2014: 101, cited in Nien 2002) claims that no doubt that teachers' beliefs played an important role in the whole teaching process and decision making in the classroom. It is necessary for instructors to examine personal beliefs and thoughts about teaching, which can assist them to understand how to manage teaching tasks and reflect personal beliefs clearly (Richards & Lockhart, 1994). In addition, instructors' knowledge and thoughts are the fundamental framework or model of classroom activities, which are derived not only from themselves but also the learners.

Recent studies related to teachers' beliefs have explored various aspects of beliefs such as belief about teaching, belief about learning, belief about subject matter etc. Reynold cited in Ispri (2015: 18) categorizes that there are three aspects of teachers' beliefs, those are (1) learning and learner, (2) teachers' instructional roles and (3) student activities. Basturkmen (2004: 215-217) added that there are five aspects of teachers' beliefs: (1) practical (2) personal practical (3) subject matter content (4) pedagogical content, and (5) curricular, while Richard & Rodgers (2007: 30) add a couple of belief aspects; those are belief about (1) English (2) learning (3) teaching (4) program and curriculum (5) language teaching as profession.

The sources of beliefs can be complex. It can be from culture, policy and the experience the teachers go through. Muijs & Reynolds (2011, cited in Marati, 2014:17) stated that beliefs are formed by several different factors that can make them difficult to change such as: (1) the experience of teachers; when they were a student in their school, (2) teacher training; where they got some experiences that can shape their new sets of beliefs and practices considering their teaching and thus can modified their former beliefs, (3) the school culture where they work since they are involved as

the integral part who take the norms and values from the place, and (4) the experience of life and professional development that can overtime modify their beliefs. Similarly, Richard & Lockhart (1997:30) confirm that teachers' belief systems are built up gradually over time and consist of both subjective and objective dimensions. (Kindsvatter, Willen, and Ishler,1988 cited in Richard and Lockhart,1997) assert that the source of teachers' beliefs, they are; (1) their own experience as language learners (2) Experience of what works best (3) Established practice (4) Personality factors (5) educationally based or research-based principles (6) Principles derived from an approach or method. While, the Chinese educationist Xin Tao (1999) claims that the sources of teacher beliefs, as the result of self-construction, cultural interaction and social history.

Teaching has a variety of definitions. Teaching is transferring process to extend and enrich learners' experience (Sukirman, 2012). Westwood (2008: 1) conveyed that teaching is a matter of transferring knowledge or skill through the giving of instruction. Teaching English in school must have instructional design that covers the learning runs effectively. There are some components of English teaching: (1) learning objective is a statement of what students will do in the learning (Arreola, 1998), (2) syllabus is a document that illustrates the core element that will be used in planning a language course and demonstrate the basis for its instructional focus and content (Richard, 2001: 152), (3) instructional material, Instructional material is one of determining aids that help teachers in doing teaching. Fauziati (2015: 196) mentioned that instructional material is the content of the lesson, the balance of skills taught, and the language practice of the student, (4) classroom procedure, the classroom procedure is a sequence of teaching conducted in the classroom. Anthony (1987, cited in Fauziati, 2015: 14) added that classroom procedure comprises the classroom techniques and practices which are consequence of particular approaches and designs (5) classroom technique, Anthony (1963, cited in Kumaradivelu, 2008: 84) mentioned that classroom technique is a certain trick, strategy or contrivance used to gain an immediate goal. In another word, it can be understood as a technique is the planned implementation of the methods to use in the classroom. In language teaching development, there are various kind of techniques (6) teachers' roles, teachers have their own perspectives about their roles in classroom, Harmer (2007: 108-110) categorizes teachers' roles as a controller, a prompter, a participant or facilitator, and resource, (7) Students' roles, Baile (2009) classifies students' roles as active participant, motivated participant, and coordinator, Xu (2012) divides teachers' roles as resister, receptacle, raw material, client, partner and individual explorer, (8) assessment, Griffin & Nix (1991, cited in Haryati, 2007: 15) insist that assessment is a statement taken from the facts to explain the learners' characteristic. The types of assessment are classified into daily test, semester test, final test, school examination and national examination (Government rule no. 19. 2005, cited in Inasari, 2013).

Arnoğul (2007) concluded that when the teachers experienced a discrepancy within the context of the teaching or when they struggled to understand the material, their identities as former language students helped the teachers in the process of their decision-making and instruction. Yoshihara (2012) indicated that (1) Hawaiian Teachers' Beliefs matched to their teaching practices in several aspects, (2) there were differences between non-native English teachers and native English teachers on constructing their professional identities (3) Although they had similar teaching beliefs, their concepts of students' wants and demands were highly different because the teachers use different approaches and strategies to guide their practices and mediate their roles. Then, Liao (2007) revealed that the consistency beliefs are a result of the willingness to open to upgrade their competency as a teacher.

In addition, Caner (2010) pointed out that the teachers' beliefs play important roles in their classroom practices. Those beliefs guide the teachers to consider how their students could learn best based on their age, level and interest through using different activities and materials suitable for teaching English to young learners. It is also observed that teachers use repetition, role-play, singing songs, picture drawings and coloring in their classes with young learners. The study stated that a specific training program is necessary for teaching English to young learners because they encountered some difficulties while teaching foreign language in the early grades of primary education. Larenaz and Hernandez (2015) affirmed that beliefs are rooted in teachers' storage containing cognitive and affective that hold different perspectives about practices implemented in the classroom depending on the professional, academic or personal experiences that shaped them.

On the other hand, Fatemi and Mellati (2013) demonstrated that (1) there is no significant relationship between state universities and different branches of Islamic Azad University ELT instructors' beliefs about language teaching and their real practices in the classrooms in Iran (2) there is no significant relationship between ELT instructors' practices in state universities. The study did not support the theory constructed. The teachers' beliefs seem discrepancy because of (1) internal factor; willingness, weak beliefs and pedagogical knowledge, (2) external factor; teaching and learning context, and institution vision. Muhammad (2006) found that (1) the teachers in Maldives do not follow their pedagogic beliefs, therefore there are some discrepancies between teachers' beliefs and practices, (2) The major factors of the consistency between teachers' beliefs are context, institution rules and best previous experience, (3) Instructional practices are congruence with their teachers' beliefs because teachers' lack of openness to change, low professional motivation and the lack of a supportive school culture.

From the reviews of the theories and previous studies about teachers' beliefs. It was indispensable for the researcher to capture the more specific, therefore the researcher did a study

about Teachers' Beliefs and The Classroom Practices of English Teaching that focuses on learning objective, syllabus, instructional material, classroom procedure, classroom technique, teachers' roles, students' roles and assessment. This research poses several research questions namely: (1) what are teachers' beliefs about English teaching at MTs N Jeketro?, (2) how the teachers' beliefs are implemented in the classroom practices?, and (3) what factors contribute to shape the teachers' beliefs. The study is a case study that conducted held at MTs N Jeketro. The object of the research is the teachers' beliefs on English teaching. The data of the study are taken from open ended questionnaire, semi-structured interview, classroom observation and documents. The participants of the study are English teachers of MTs N Jeketro. The researcher uses Miles and Huberman's Model (1994) with the following sequences namely data collection, data reduction, data display, and conclusion. Therefore, this study is different from these studies.

This research has three main objectives namely: (1) to describe the teachers' beliefs at MTs N Jeketro, (2) to investigate teachers' beliefs implemented in the classroom practice and (3) to analyze the factors contribute to shape the the teachers' beliefs at MTs N Jeketro.

2. RESEARCH METHODOLOGY

a. Type of Research

The type of the research is qualitative with the case study. The design type of case study employed is descriptive case study. It started with the researcher presents a descriptive theory which establishes the framework for the researcher to follow throughout the study and what is searched by this approach is the formation and identification of a clear theoretical orientation before stating research questions.

b. Object of The Research

The object of this research is teachers' beliefs and classroom practice beliefs with case study approach at MTs N Jeketro. The major constraint of this research lies on beliefs about learning objective, syllabus, instructional material, classroom procedure, classroom technique, teachers' roles, students' roles and assessment.

c. Subject of The Research

The participants of the study are four English teachers at MTs.N Jeketro. Three teachers are experienced and certificated teachers and one novice teacher. T1 is a novice teacher with 4 years teaching experience, T2 is certificated and experienced teacher with 11 teaching year experience, T3 is 19 teaching year experience and going to be 20 years by the beginning of March and the last, T4 has master degree and 11 years-experience.

d. Data and Data Source

In this research, there are three kinds of data sources. They are classroom observation, semi-structured interview and document. The data of the research are all activities of the teachers taken from field note and observation coming informant, documentation and events.

d. Technique of Collecting Data

This study uses open ended-questionnaire, semi-structured interview, classroom observation and document analysis to collect the data. The interview is semi-structured interview orientating on Richard & Rodger's guideline. The classroom observation is narrative form and document analysis is the material, students' note and workbook used by the four English teachers.

e. Data Validity

Data validity is the interpretation of the observations whether or not the researcher measures what must be measured (Kirk & Miller, 1986: 69). The researcher uses validity and reliability to examine the data validity and the major criterion of quantitative must be valid, reliable and objective.

f. Technique of Analyzing Data

Data analysis is used in this study is Miles and Hubberman's Model (1993) which is begun with a series steps; (1) data reduction, (2) data display then (3) conclusion drawing/ verification.

3. RESEARCH FINDING AND DISCUSSION

Based on the analysis of open ended questionnaire, semi-structured interview and document analysis. The findings of teachers' beliefs and practices of English teaching at MTs.N Jeketro as follows:

a. Teachers' Beliefs

The first is learning objective, the teachers believe that learning objective is specific descriptive statements about the competency expected to achieve as result of students' learning in the last leaning. The learning objective is important to set before and after doing the teaching. The teachers need ask question and give exercise to know the students' understanding.

The second is syllabus, the teachers believe that syllabus is descriptions of lesson planning that can be developed form the competency standard containing some components namely: basic competence, material, indicator, learning activity and assessment. The function of syllabus is a guide to develop learning, to conduct learning activity and to make scoring system that will be used.

The third is instructional material, the teachers believe that instructional material is tools that can be utilized to develop the teaching and learning quality. The teachers select or pick the source from internet, textbook or workbook that matches with students' ability. The teachers not only utilize printed material such as picture, workbook and textbook but also non-printed material like PowerPoints and video to support teaching and learning activity.

The fourth is classroom procedure, the teachers believe that classroom procedure is a series of steps in teaching and learning process to make meaningful learning condition. The teachers follow classroom procedure determined by the government namely (1) Building Knowledge of the Field, (2) Modelling of the Text, (3) Joint Construction of the Text, and (4) Independent Construction of the Text to implement in the class.

The fifth is classroom technique, the teachers believe that classroom technique is a strategy or technique that is used by teacher to implement learning objective plan to achieve the indicator. The classroom techniques are precise to use to support the curriculum are oral repetition, memorizing vocabulary, reading aloud, drill, reading comprehension, discussion and role play.

Then, The teachers' beliefs about teachers' roles, the teachers believe that the teachers' roles in the class are: (1) a facilitator, the teachers help the students, accompanying the students during teaching and learning activity, providing the textbook and workbook, (2) a source, the teachers explain the material and giving the information, (3) an organizer, teacher group the students, directing the students and stating the rules during teaching and learning activity, (4) an evaluator, teachers tell and assess what the students have learned and giving score that the students do.

The English teachers at MTs N Jeketro see the students' roles are as (1) a partner, students are a partner in teaching and learning, (2) a resister, students are a person doesn't want to learn and must be forced to learn, (3) a raw material, students are a person can be educated and formed into good human, (4) active participant, students are active in class, (5) motivated participant, student are given motivation to learn, (6) receptacle, student is a person can be filled with knowledge.

The last beliefs are about assessment. The teachers believe that assessment is way to know and measure students' individual or group competence about the materials that have been presented and as evaluation source. Assessment should be objective, valid and continuous. Then the orientation of assessment must be able to covers all aspects such as cognitive, affective and psychomotor.

b. The Implementation of Teachers' Beliefs and Classroom Practice on Learning Process

1) The Consistencies between Teachers' Beliefs and Classroom Practices

Based on the analysis of the research, the writer finds the consistencies between teachers' beliefs and the classroom practices. There are seven consistent components of English teachers' beliefs at MTs N Jeketro. These descriptions will give vivid description of the research.

(a) Learning Objective

Drawn from the analysis of the findings, almost the English possess similar beliefs about learning objective, although they have same ideas about the learning objective. The teachers show the various actualizations in the classroom. T1 and T4 declare the learning objective implicitly in the beginning of the teaching, whereas T2 and T3 mention the learning

objective explicitly. Before doing the teaching. They prepare the teaching instruments to facilitate the teaching, T1 and T2 revise the learning objective based on the classroom situation. T3 and T4 simplify the learning objective by doing reflections of the previous teaching result.

This current research finding of teachers' beliefs and the classroom practice is in line with Muhamed's work (2006). He insisted that there is interconnection between teachers' beliefs and practices. The teachers at MTs N Jeketro attached their learning objective in their lesson plan. They mention in the beginning of the teaching. They measure the learning objective by doing test, giving exercise and asking question to the students to know the students' understanding of the lesson.

(b) Syllabus

Syllabus is the descriptions of the instructional contents in the teaching. Good and systematic syllabus will result the good quality of teaching and learning implementation in the class. The English teachers (T1, T2, T3 and T4) have same beliefs about the syllabus. The teachers use School Based Curriculum syllabus consisting of competency standard, material, learning activity, indicator and assessment based on BNSP (National Education Standard Board). They take syllabus as a guide to do teaching and learning in the class.

In the classroom practices, the teachers demonstrate their beliefs such as preparing the syllabus and teaching instruments (journal, attendance list and lesson plan). The writer finds that the teachers use the fixed format of school based curriculum syllabus consisting competency standard, material, learning activity, indicator and assessment. They bring and use the syllabus regularly in every teaching.

This current findings study of the teachers' beliefs about syllabus is correspondent with Caner's work (2010). Caner mentions that the teacher belief takes essential roles in the classroom and those beliefs can guide the teachers to translate or actualize their beliefs in the classroom practices.

(c) Instructional Material

The teachers demonstrate the importance of the instructional material in teaching. They prepare all the stuff of teaching to use in the class. They use workbook, textbook, video and picture to facilitate the learning. They have many choices to pick one of those instructional material, but all the teachers tend to select the workbook as primary source in teaching. The seventh and eighth grade teachers use a workbook entitled Medali (published by Indonesia Jaya), whereas the ninth grade teachers use "Incer (Indonesia Cerdas)".

The findings of this study not only is congruent with Liao's work (2007) but also Caner's work (2010). Liao proposes that strong beliefs about the pedagogical knowledge is going to lead and result the same tune with the classroom practices. In addition, this current finding supports Canh's Work (2011), the study reveals that the teachers' beliefs and their practices are consistent because the teachers hold a positive belief.

(d) Classroom Technique

Based on the observation conducted the writer, the English teachers' beliefs about classroom techniques are consistent what the teachers' beliefs and their practices. Classroom technique greatly assists the teachers to carry out the teaching effectively. The proper choice of selecting classroom technique are going to increase the good learning situation.

The four English teachers at MTs N Jeketro reflect resemble beliefs about the classroom techniques with different variations or practices. T1 and T4 have similar techniques to use namely oral repetition and role play while T2 and T3 have additional technique; (1) discussion and (2) reading comprehension. Those beliefs are different from one teacher to other teachers. The beliefs are congruent with their practice. They use the techniques that they mention in open ended questionnaire regularly in the teaching.

This finding is not only in line with the previous study proposed by Muhammed (2006) and Liao (2007) but also support Caner's work (2010), he focuses on the teachers' beliefs about repetition, role-play, singing and picture drawing in kindergarten and first grades of a state school in Eskisehir, Turk.

(e) Teachers' Roles

In the classroom, the four English teachers at MTs N Jeketro almost share the similar beliefs about the teachers' roles namely (1) teacher as facilitator (2) teacher as a source (3) teacher as an organizer and (4) teacher as an evaluator. Those beliefs are consistence with their classroom practices. All the teachers demonstrate teacher as a facilitator and as a source. During the teaching, they assist the students by giving instruction to the students and they explain the material of the day to help the students understand the material taught.

This finding of the study strengthen the previous study conducted by Larenaz and Hernandez (2015). They explore some objects in teachers' beliefs domain: (1) the use of English in ELT lesson (2) teachers' roles (3) students' roles and (4) teaching components. They concluded that the teachers' beliefs and their practices are congruent. They add that teachers' beliefs are roots of perception storage in their mind which drive as well as a filter to implement the beliefs in the class.

(f) Students' Role

The English teachers have some beliefs about the students' roles. T1 assumes that student is a partner in the learning. T1 adds another role of the student instead of student as a partner is student as motivated participant who needs motivation to have good passion in learning. T2 sees the students' roles as resister and receptacle. Students as a resister is student seen as person basically doesn't want to learn and need to be encourage to study or learn. The student as receptacle is a student assumed as person who can be filled with knowledge and insight to grow optimally as human being. T3 looks the students' roles as a raw material and receptacle. The role material means that student is seen as person who can be educated and form into good human. T4 views the students' roles as an active participant and motivated participant. The students as active participant means that student is seen as subject of learning, they must be active and participate actively in the learning.

This current finding is in line the previous study carried out by Larenaz and Hernandez (2015). They find that the teachers' beliefs are the source as well as storage of the teachers to implement the design of teaching the teachers make in the class. Although, they insist that the teachers' beliefs are root of the classroom practices, they mention that the external factor (depending on the professional, academic or personal experiences that shaped them) can change the consistencies of the beliefs and practices.

(g) Assessment

Teaching and learning in the class require assessment to know the improvement or development of the learning activity. Assessment is way to know and measure students' individual or group competence about the materials that have been presented and as evaluation source.

The teachers' beliefs and the classroom practice about assessment are obviously varied. T1 and T2 tend to orientates on the process of learning in the class, then T3 looks the assessment based on the students' activeness, attitude and learning process while T3 proposes that assessment must be based on the three aspect namely cognitive, affective and psychomotor. The classroom practices of the four English teachers at MTs N Jeketro illustrate the beliefs with the different models for instance T2 and T2 take short and answer question in oral form to assess the students' understanding and sometimes T1 and T2 use completing a dialogue. T3 and T4 use short and answer question in written question to examine the understanding of the grammatical structure. In assessment all the teachers will calculate the whole scores recapitulated as assessment source like daily test, mid-term test and final test to convert into proper score that illustrate the competency of the students.

The finding of study is correspondent with Yoshihara's work (2011). He states that teachers' beliefs and practice are significant or match with the beliefs. In another study conducted by Tran and Dang's Work (2013) insists that the teachers' beliefs have positive correlation between teachers' beliefs and their classroom practices.

2) The Discrepancy between Teachers' Beliefs and Classroom Practices

In the classroom, the researcher found the discrepancy between teachers' beliefs and classroom practices. The teachers claimed that they took learning cycle recommended by the Indonesian Government consisting of Building of Knowledge (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT), but in the classroom practice, the researcher did not find the consistency between teachers' beliefs and their classroom practice. The researcher found that they tended to use PPP (Presentation, Practice and Production) in every teaching and learning.

This current finding supports Fatemi and Mellati's Work (2013). They concentrate on ELT instructors' beliefs about language teaching. They attempt to examine relationship between teachers' beliefs and practice. They reveal that there is no correlation between state universities and different branches of Islamic Azad University ELT instructors' beliefs about language teaching and their real practices in the classrooms in Iran.

c. The Factors Shape the Teachers' Beliefs

The current findings of this study find the main sources of teachers' beliefs at MTs N Jeketro namely: (1) experience as language learner (2) training or workshop the teachers participate (3) the personality factor and (4) experience works best in the classroom.

This current finding supports and affirms what Muijs & Reynolds' work (2011), the similarity of the source of teachers' beliefs is in the experience as language learner and teacher training. Muijs & Reynold adds the other factors of teachers' beliefs are (1) the school culture where they work since they are involved as the integral part who take the norms and values from the place, and (2) the experience of life and professional development that can overtime Smodify their beliefs. Additionally, this current finding is also in tune with Borg (2003), he uses the different terms. He prefers to use prior experience instead of experience as language learner, Coursework (seminar or training), teachers' teaching experience (experience works best in the teaching).

Similarly, the finding supports and insists the theory conveyed by Kindsvatter, Willen, and Ishler (1988) cited in Richard and Lockhart (1997), they attempt to investigate the dominant factors construct the teachers' beliefs, they bound the factors into six: (1) their own experience as language learners (2) Experience of what works best (3) Established practice (4) Personality factors (5) educationally based or research-based principles (6) Principles derived from an approach or method.

In this study, the researcher limits the study only on teachers' beliefs about English teaching including learning objective, syllabus, instructional material, classroom procedure, classroom technique, teachers' roles, students' roles and assessment at MTs N Jeketro. The researcher expects to the prospective researcher to conduct the research on teachers' beliefs of English teaching by making comparison of teachers' beliefs and classroom practices between two or more different schools. In this case the writer hopes that other researchers can conduct further investigations to gain optimal results in this study because the researcher realizes that there are still a number of weaknesses in this research.

4. CONCLUSION

From this study, it can be inferred that teachers' beliefs are a matter of subjective reality. What they believe can be real and true. Teachers' beliefs take vital role for teachers to conceptualize and actualize how the teaching is going to be presented. The stronger beliefs that the teachers hold, the more consistent beliefs will be. Due to that fact, a teacher must develop the positive beliefs about the teaching to reach education goals. Additionally, teachers' beliefs have huge impact to determine and guide the teachers' beliefs toward their practices in line. The factors contribute to shape the teachers' beliefs can be various. It depends on the context the teachers confront in their real classroom. The context can be the age of students, teaching duration, and students' characteristic. The factors dominate the teachers' beliefs and practices experience as language learners, training or seminar that teachers participated, personal factor and experience works best.

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